



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

ence has demonstrated that women may do well in this and other phases of the real-estate business, especially in placing loans and mortgages.

In this field there is to be noted the difficulty of obtaining initial experience and the fact that this is most easily secured through the position of stenographer or secretary.

The book will find its place in the rapidly growing material which is being prepared for the vocational guidance of young women.

Classbook of Old Testament History. By GEORGE HODGES. New York: Macmillan, 1913. \$0.90.

This little book embodies the conservative results of recent Old Testament discoveries and scholarship. Its purpose is: "To reconnet the Old Testament history in order and with clearness, and to bring to its interpretation the words of contemporary inscription and poetry and prophecy, for the better understanding of the Bible." It follows the Hebrews out of Mesopotamia into Egypt; out of Egypt into Palestine; gives a description of the United Kingdom; traces the course of events from the revolution of Jeroboam to the revolution of Jehu, from the fall of Samaria to the fall of Jerusalem; and under foreign rulers.

Dr. Hodges has attained his purpose, and we have an attractive story running through more than two hundred pages, beginning with Genesis and closing with events just after Ezra and Nehemiah.

The book was written for general readers and young people. Continual references are given to the passages which the paragraphs summarize and interpret. There are two maps, tables of dates, and an excellent index.

J. W. MONCRIEF

UNIVERSITY OF CHICAGO

Elementary Applied Chemistry. By LEWIS B. ALLYN, Department of Chemistry, State Normal School, Westfield, Massachusetts. Boston: Ginn & Co., 1912. Cloth, pp. xi+127.

Various school journals, for months past, have published articles dealing with the unusual opportunity which the chemistry teacher has to exalt the practical side of the school, and perform real services for the community. Chemistry as a basis for formal discipline meets with the approval of none of these modern writers. It is in the spirit of these views that this little book is written, and its purpose cannot be better stated than by quoting a sentence from a recent paper read by its author at an educational meeting: "Where can be found a more enthusiastic body of investigators than a class of chemistry students who do their work by the method of the *beckoning hand* rather than by the method of the *clenched fist*?"

This book is an invitation to a student to select his "unknowns" from home materials. Dealing, as it does, with practical tests upon substantially

every article of general home consumption, it cannot fail to awaken interest in parent and student alike. This interest will be born of real results—economy of money and preservation of health, for example—for there have been incidents in the reviewer's experience, using this book as a text, where the reputation of the grocer, the milkman, or the druggist as to honesty and truthfulness was largely dependent upon the reports of the chemistry class—they "were weighed in the [chemical] balance, and [sometimes] found wanting."

In the opinion of the reviewer, the study of this book should be preceded by a few months, at least, of a standard high-school chemistry course. It would be a most logical supplement, or substitute, for qualitative analysis especially for girls' classes.

H. A. WEBB

WEST TENNESSEE STATE NORMAL

Hymns for Schools and Colleges. By MARKHAM W. STACKPOLE and JOSEPH N. ASHTON. Boston: Ginn & Co., 1913. Pp. xxv+263. \$1.25.

Ginn & Co. have just published a hymnal which will prove to be a welcome addition to other school hymnals, for while these are many, very few have attempted to cover specifically a definite, limited field, as has the new publication.

The hymn book for schools and colleges was prepared to meet the chapel and Sunday-service needs of preparatory schools for boys and of colleges for men, where unison rather than part singing is desired. Hence the editors have kept in mind the meeting of these especial demands: that the melodies and words be such as to appeal to the average age of seventeen or eighteen; that, at the same time, they be of high musical and literary standard; and that they do not transgress the limitations of "moderate range, easy intervals, and simple movement."

These demands are successfully met by the editors. The words and melodies, for the most part, will lend themselves very readily to enthusiastic, whole-hearted singing. At the same time, the hymns are well chosen and capable of meeting exacting musical demands. While we note that in many cases words and arrangements are changed to meet the demands the editors have kept in mind, as above stated, it is in the matter of "range" that the greatest change in the hymns is noted. "Holy, Holy, Holy," "O, Mother Dear, Jerusalem," "Onward Christian Soldiers," and many other hymns that heretofore we have found to be pitched too high to be available for use in men's meetings are here transposed to lower and more available keys.

Aside from the questions of part singing and of the general advisability of the changes in signature such as have been mentioned, the book will prove to be a welcome addition to the list of school hymnals, especially in the particular field which it is intended to cover.

J. BEACH CRAGUN

UNIVERSITY OF CHICAGO